



## SCHOOL SUPPORT PROGRAM (SSP)

Cooperative Agreement No. AID-294-13-00006

# Annual Performance Monitoring Report

March 2013 – September 2014

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## Section 1: Executive Summary

As the first Annual Report for the School Support Program (SSP), this document describes the main activities that have taken place from March 4, 2013 to September 30, 2014, a period extended to allow the program to report on a traditional fiscal year timeline. It is also important to mention that the program's name has been changed from the School Improvement Program to SSP based on recommendations received from the Ministry of Education and Higher Education (MoEHE).

SSP takes a holistic approach to education development in 50 Palestinian public schools, with the primary goal of improving the quality of education in marginalized areas of the West Bank. To achieve this goal, the program introduces a range of interlinking activities and support such as school physical capacity upgrades; community engagement through parent councils; professional development of teachers and principals; co- and extracurricular activities that help enrich student's educational experience and life skills through the introduction of clubs and sports activities; and training of counselors in career counseling and psychosocial support.

During this reporting period, the School Support Program set in place the major building blocks necessary to influence the quality of education in selected schools in the West Bank. These interventions included the nomination and clearance of 50 participating schools; organizing a kick-off event with over 100 Ministry of Education officials and principals of participating schools; forming schools into clusters for in-service teacher training and the Leadership Diploma Program (LDP) and initiating NIET-conducted LDP training; procuring laptop computers for



Figure 1 School Support Program Kick Off meeting at NIET

program participants and distributing computers to principals; networking all schools and connecting them primarily to Paltel-sponsored Internet service, introducing wireless internet connectivity in classrooms and administrative areas; conducting infrastructure needs assessments and obtaining approval to organize a tender to upgrade science and computer labs and libraries for the first group of 27 schools; forming parent councils (PCs) and conducting awareness sessions to determine the types of support PCs would like to introduce through SSP's Parent Council Incentive Program; organizing science and math museum visits for nearly 2,000 seventh-grade students; and conducting career counselor training for counselors to introduce career training for seventh- and eighth-grade students. During this period, SSP also collected almost all of the baseline data necessary to report on the program's output and outcome indicators defined in the PMP.

A number of factors have presented challenges to programmatic progress. These factors include the shifting of the program's geographic focus and the resulting need to reselect schools; the need to locate and hire an engineering firm to carry out needs assessments and oversee school upgrading; the Ministry's repeated desire to emphasize building over renovation; and political and financial uncertainties. Because the Ministry wished to emphasize building, Ministry actors repeatedly attempted to negotiate with SSP,

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AMIDEAST and USAID this point, even, in some cases, after the others believed resolutions to this issue had been reached. This ongoing negotiation on the part of the Ministry contributed significantly to delays faced by the project in selecting the schools and proceeding with implementation.

SSP was initially developed to address the lack of access to quality education predominantly in Area C. In July, the program was refocused to apply a more inclusive measure of marginalization. This refocusing required a complete reassessment and selection of schools, including vetting clearance, delaying final school selection by nine months.

The program has made major headway in establishing strong and productive relationships with the program's primary beneficiary, the MoEHE and its districts and schools. This has not been an easy or quick process, however, given the Ministry's expectation that the program would address schools in the more marginalized Area C and its desire to have the program offer new building support over renovations which is not possible under the program's current scope.



Figure 2 Meeting with NIET staff and trainers, giving an orientation on SIPs

This has been a period of much turmoil and uncertainty for Palestinians following the failed peace negotiations and war in Gaza. A large number of ISF interventions across the West Bank blocked travel for many residents, requiring a shift in the location and timing of program activities. For the MoEHE, the formation of a unity government and appointment of a new Minister of Education has resulted in delays in reaching decisions and gaining support to implement activities in a timely manner. This uncertainty has spilled over on the readiness of some donors to allow funds to flow. For example, JFP delayed funding to NIET, causing in-service teacher training to be postponed to the new academic year. Many of these challenges have subsided with the halting of the war in Gaza. However, security and therefore travel remain uncertain.

Delays in additional obligations required the program to undergo various rounds of contingency planning in the summer of 2014. An additional \$4.5 million was obligated in August 2014, and following this, USAID approved a program modification that brought the program's activities in alignment with its new geographic focus and corresponding results framework and PMP. SSP is now set to roll out support in all programmatic areas as we enter FY2015 and the new academic year.

## Section 2: Program Administration

### Section.2.1 Office Set-up

SSP established its main office on the first floor of the Watanieh Towers building in Al Bireh, Ramallah and is collocated with and the Leadership and Teacher Development (LTD) Program. Field staff were also hired and assigned to work out of AMIDEAST's offices in Hebron and Nablus to better support field operations.

### Section.2.2 Staffing

The organization's staffing requirements are a reflection of the experience AMIDEAST gained through the implementation of the earlier Model Schools Network Program and the functional areas of the program. Upon receiving the signed and executed cooperative agreement on March 7, AMIDEAST moved quickly to field the program's Chief of Party who arrived on March 16 2013, followed by other key staff members. Although a few team members have changed over the course of the first year, all but two positions have been filled these are a second procurement assistant and a finance assistant. AMIDEAST awarded a subcontract to Save the Children International to carry out the program's co- and extracurricular activities. The Manager of this component reports to the COP and is supported by a staff of two officers and one assistant. The two officers are located in Hebron and Nablus, and the assistant is co-located with the manager in the program's main office. Two positions, the receptionist and office boy, are shared with LTD.

Through various discussions with the Ministry of Education and USAID, it was determined that the addition of a Deputy Chief of Party would help facilitate technical program implementation communications with the MoEHE. SSP could not move forward on this until ongoing program funding was resolved with the end-of-year obligation. Subsequently, the DCOP's job description was been shared with the Education Office at USAID, and recruitment is planned to begin in October 2014.

Below is the list of 6 key and 17 non-key positions on SSP.

#### Section 2.2.1 Key Personnel

- Chief of Party: Phillip Butterfield
- Deputy Chief of Party: TBD
- Operations & Compliance Manager: Ahmad Al-Ahmad
- M&E & Professional Development Manager: Sarah Capper
- Community Engagement Manager: Fidah Mousa
- Co- and Extracurricular Manager: Fadi Baidoun (SCI)

#### Section 2.2.2 Non-Key Personnel

- |  |                                      |
|--|--------------------------------------|
| • Monitoring & Evaluation Officer      | • Communications & Reporting Officer |
| • Program Officers (3)                 | • Program Assistant-SCI              |
| • Program Officers-SCI (2)             | • M&E Assistant                      |
| • Procurement, Compliance & HR Officer | • Finance Assistant                  |
| • Finance Officer                      | • Procurement Assistant (2)          |
|  | • Driver, Receptionist & Office Boy  |

## Section 3: SSP School Selection Process

Proper school selection is central to the program's ability to achieve its primary goal and objectives. The initial process of selecting schools began in May 2013 during early meetings with the Ministry of Education and through discussions with the Education Office and the program's AOR.

The program's goal and objectives are stated in the cooperative agreement dated March 4, 2013 as follows: "The School Improvement Program (SIP) will provide support to private and public schools in East Jerusalem (EJ) as well as marginalized areas of the West Bank (WB) including but not limited to, Area C and the Seam Zone. The primary goal of the program is to improve access to quality education and mitigate challenges to youth development in marginalized area of the West Bank." The sub-goals include the following.

1. Improved teaching and learning through collective leadership, teacher training, provision of educational resources, and collaboration with local community
2. Expand opportunities for youth development through extracurricular activities, career counseling and training in schools after hours
3. Improved educational facilities through renovation and provision of equipment

Marginalized areas as defined by the Deputy Assistant Minister for Planning are those areas that lack access to a quality education. Limited access to schools by students, teachers and Ministry officials create the conditions for marginalization to occur. This definition of marginalization is supported by various reports including the September 2011 UNESCO-funded *Education Needs Assessment of Area C*, which highlights the area's challenges and lower quality of education.

Program staff initiated a process of school selection by first reviewing the school selection criteria suggested in the AMIDEAST/SCI proposal and included feedback from USAID and the MoEHE. Additional data obtained from the Ministry and other education-sector stakeholders was also considered, with the selection criteria to assess proper school fit for the program slightly modified based on the following characteristics.

- The number of under-qualified teachers at the school
- The building status of the school (owned vs. rented – owned is preferred)
- The gender of students served by the schools
- The number of students served by the school
- The number of Bedouin students served by the school
- The level of donor support the school has previously received
- School staff interest in participating in the program

In addition, the schools must fit into geographical clusters (usually based on directorate) and the cluster must be viable, with a sufficient number of teachers in each subject area and grade-level group. Finally, schools with demolition, sealing and stop work orders have been disqualified from the program due to the difficulty of implementing the infrastructure component of the program in such schools.

To assess schools for selection, data collection tools adapted from a school profile used by the Education Cluster, an open formal forum for coordination and collaboration on



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education in humanitarian crises<sup>1</sup> in the West Bank and Gaza, were developed and piloted. Interviews were held and researchers hired and trained to assist in carrying out school assessments. Eighty-four public and private schools were nominated, the assessment of which took place from May 27 to June 24, 2013.

The data obtained from school assessments was entered into a spreadsheet and evaluated according to the following criteria: infrastructure needs (weighted at 20% of the total possible points); principal continuity (schools whose principals would remain in place received 20 points); building status (10%); number of underqualified teachers by discipline (math, science, English, Arabic, IT, classroom, 20%); dropout rate (10%); and marginalization (a composite index that included measures of limited access, economic marginalization and geography, 10%). Schools were then ranked in descending order with the top 44 public and 6 private schools identified for inclusion in the program (see Appendix 1). School profiles were developed and shared with USAID for feedback on July 8, 2013. Schools that failed vetting or where identification cards for principals or counselors were not provided were removed from consideration for program support. The program's AOR sought approval on the nominated list of schools from USAID's front office.

On July 31, the Mission Director (MD) requested that SSP revisit school selection. On August 1, USAID also requested revised school profiles for the 84 schools previously identified. The new version of the profile included a justification section in order to make a compelling case for each school to remain in the program. These profiles were included in the package for MD approval.

On August 14, SSP sent the EDO a description of SSP's proposal for the revised selection process. This revision included the use of the Vulnerable Schools Matrix (VSM), compiled by the Education Cluster to track barriers to education in Palestinian schools to indicate marginalization. Schools listed on the VSM face a variety of barriers to access, including high dropout rates, incidents of violence on school grounds, physical obstructions to access, and school campuses located far away from the populations they serve. At the time of selection, the VSM included 163 schools in the West Bank, of which 102 schools were located in Area C and Jerusalem.

On August 19, SSP met with the Deputy Assistant Minister for Planning and USAID at NIET. The Deputy Assistant Minister was informed that, due to the refocusing of the program, SSP needed to conduct another round of field assessments in order to revise the list of selected schools as a part of a two-step process. The first step would be to obtain three pieces of information from the Ministry: a list of all public schools in the West Bank and Jerusalem with their national IDs and dropout rates; the Ministry's priority list of schools; and a list of "distant areas schools" referenced in the Ministry's annual M&E report. The inclusion of academic performance on the TIMSS or the national exams was also discussed as a possible selection criterion. During the second step, SSP would narrow the list, removing schools with demolition/stop work/sealing orders. SSP would then send a template of the information needed to the MOEHE to complete. Upon completion of the template, SSP would submit a list of schools for assessment visits to the MOEHE.

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<sup>1</sup> Global Education Cluster, <http://educationcluster.net/>.

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The VSM was then discarded as a measure of marginalization during the last week of August. SSP replaced the VSM with community poverty level and academic achievement as indicated on the unified exams as indicators of marginalization. SSP submitted a revised list of 165 schools for USAID review on August 27.

Starting with the list of 2,038 public schools in the West Bank, Jerusalem and Gaza that SSP received from the MOEHE, and filtering out all schools that did not meet the program requirements for grade level (schools containing only grades 1-4 or 9-12 were screened out), schools with stop work, sealing or demolition orders, those that participated in other donor-funded education programs, and those with a 3% or above dropout rate, 112 schools were identified for assessment. This list, with an associated breakdown of the schools by district, was sent to the Deputy Assistant Minister for Planning for review on August 28.

On September 2, SSP met with the Deputy Assistant Minister for Planning to discuss the updated list of 112 schools. The Deputy Assistant Ministry for Planning indicated that the revised list of schools did not represent the most marginalized schools in the West Bank and reiterated that the Ministry defines marginalization as the lack of Ministry “access and possibility to reach and support schools physically.” He emphasized the Ministry’s existing ability to access and support the schools on the list. He noted that using infrastructure needs as a proxy indicator of marginalization would highlight marginalized schools regardless of their location. He did not agree that enrolment or dropout rates should be used as selection criteria, noting that dropout rates are usually good indicators for only grades 9–12. He expressed his concern over loss of time and said that the Ministry could provide all the data necessary to redo the selection and that SSP staff should not conduct school visits. The COP mentioned that if a sufficient number of schools previously assessed were included on the revised list, SSP could start implementation with a first cohort of schools, which would provide the additional time needed to visit the remaining schools to conduct a final selection.

After analyzing the data provided by MOEHE on infrastructure needs and filtering for schools that had no computer and science labs, libraries or resource rooms, SSP started over with the list of all 2,038 schools in the Jerusalem, the West Bank and Gaza, and identified 225 schools. However, the data provided indicated only whether schools have access to labs, resource rooms, and playgrounds but did not indicate whether sufficient space to develop rooms existed. It also did not indicate whether the rooms were in need of repair or equipment. A follow-up meeting was arranged with the Deputy Assistant Minister for Planning on September 4, 2013. The COP informed the Deputy Assistant Minister that the information received from the Ministry on school infrastructure needs was not sufficient to identify marginalized schools that represented a good fit for the program. The Deputy Assistant Minister said that SSP could collect this information during visits to schools. He also promised to arrange a meeting with the head of the Assessment and Evaluation Department to secure data needed on student achievement.

On September 5, 2013 SSP sent a revised list of 216 schools, this time based on poverty levels of the communities in which the schools were located, and a detailed description of the selection process to USAID. The USAID Education Office Director suggested that in addition to the use of the poverty index by community to evaluate economic marginalization, an indicator for educational marginalization should also be included. The program staff was also asked to reduce the number of schools the assessment teams



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planned to visit. This information was shared with the Deputy Assistant Minister for Planning at the MOEHE on September 8.

SSP met with USAID regarding school selection on September 12, 2013. SSP's AOR, as well as the Education Office Director and Deputy Director, all attended the meeting. Together with USAID, SSP staff reviewed the database on school selection and short-listed 122 schools for field assessment visits, utilizing poverty rate and student achievement data.

The final list of 122 marginalized schools and a detailed description of the revised selection process utilizing measures of both economic and educational marginalization, was shared with the MOEHE and USAID on September 16, 2013.

The schedule of school assessment visits was sent to the Deputy Assistant Minister for Planning on September 17, 2017. The assessment tool was revised based on lessons learned from the first round of assessments. Existing SSP, AMIDEAST and SCI staff, as well as six field researchers recruited for the assessment, were trained on the use of the revised tool. The program's AOR proposed extending the list of schools visited in Jerusalem to include more *Awqaf* schools, so an additional 4 schools were identified and added to the list, bringing to 126 the total number of schools to be visited.

The second round of school assessment visits commenced on September 18 during Sukkot and a politically tense period. Road closures and security concerns were among the challenges that researchers faced in reaching some schools. These challenges were managed by redirecting field researchers to other schools on the list until the security advisories were lifted. Final school assessment visits for all 126 schools were completed on September 29, 2013. SIP continued to collect copies of IDs, and vetting of principals and counselors began immediately and continued on a rolling basis as IDs were obtained.

On October 3, SSP shared the selection process with the EDO, identifying 82 potential schools from the initial MOEHE list of 2,038 public schools in the West Bank and Gaza. At that time, SSP also submitted a plan outlining the final phase of school selection. Under this plan, school profiles were completed and submitted to USAID on October 9, and October 17 was set as the deadline for collecting outstanding IDs for principal and counselor vetting. A list of 50 nominated schools plus alternates and comparison schools was submitted to the EDO three days early, on October 6, 2013.

On October 29, SSP was informed that the Mission Director had approved a final list of 76 schools. The schools were broken down into three groups: 50 selected schools; 11 alternates; and 15 comparison group schools (see Appendix 2). On November 19, SSP's Chief of Party and AOR, and the MOEHE's Deputy Assistant Minister for Planning, met in Ramallah. At this meeting, the program received clearance to work with the revised list of schools identified during the second round of school assessments.

SSP then began work on setting a date for the kick-off meeting. During this time, three schools from the original and alternate lists provided new information that rendered them ineligible for the program. These schools had to be replaced. SSP also held several discussions with the Deputy Minister about scheduling kick-off meeting, but the MoEHE was initially resistant to holding such a meeting and it took time to obtain agreement. Then, due to holidays and the school calendar of exams, the kick-off could not be

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scheduled until January 15. Following the program's kick-off event on January 15, 2014, held at NIET, school assessment visits were carried out in all 50 participating schools to collect information needed to plan parent council and extracurricular activities. These visits were completed by 11 February. The assessments also identified differences in the number of underqualified teachers, infrastructure works and other support in comparison with the initial findings. Recommendations to revise the list of schools were shared with USAID and MOEHE on February 13, 2014. After various meetings and discussions with the Ministry and USAID the three following schools: Riyad al Aqsa Boys, Jerusalem; Jeensafoot Secondary Boys, Qalqilya; and Anin Secondary Boys in Jenin were removed from the program and were replaced by Kufr Dan Secondary Boys in Jenin; Al Farouq Higher Basic (Beit Liqa) in Ramallah/Al Bireh; and Raba Secondary Boys in Qabatya. The program was informed on April 3, 2014 that the Deputy Assistant Minister for Planning sent the final list (see Appendix 3) of schools to all ministry departments and district offices informing them of the changes.

## Section 4: Program Components

### Section.4.1 Capacity Building Overview

The School Physical Capacity Building component made significant headway in implementing planned activities during this reporting period, including contracting with an engineering firm and carrying out assessment visits for all 50 schools, submitting renovation designs to the Ministry's Building Department for review and approval, the procurement of laptop computers and the implementation of school networking activities. Internet service was provided for SSP schools through an agreement between the MoEHE and PalTel. The distribution of laptops to schools was postponed due to JFA funding delays which also delayed the implementation of teacher training. Request for quotations for the renovation and equipping of the school labs were initiated during this reporting period. SSP also received requests from NIET to provide support to improve three district training centers used to conduct principal and teacher training, which were later approved by USAID. Additional funds were awarded to SSP to support Al Quds University's Science Discovery Center (Science Museum) to finalize upgrades previously supported by USAID. SSP communicated with the university representative to initiate planning for the process that will be implemented in FY15.

#### Section 4.1.1 Laptops

In April 2014, SSP's procurement and compliance team completed the procurement process to provide laptop computers to schools on time and according to the implementation plan. The program team determined that 264 laptops would be needed to support principals and teachers identified to take part in training. The distribution of laptops to schools was postponed, however, due to JFA funding delays that delayed the implementation of teacher training.



Figure 3 Laptop distribution in Hebron

In close coordination with NIET, fifty (50) laptops were distributed to schools in September 2014 for use by principals participating in the Leadership Diploma Program (LDP) that began on April 8. NIET trains principals on the use of computer technology to help plan, improve communications, administration and reporting—all necessary elements to enhancing the quality of education in schools. The remaining laptops will be distributed to teachers enrolled in the first cohort of the NIET's in-service teacher training in November 2014.

#### Section 4.1.2 Contract with Engineering Firm

SSP hired a consultant engineer to develop a detailed scope of work (SoW) for use in selecting qualified engineering firm(s) responsible for designing and overseeing school renovation activities. After receiving the completed SoW, the SSP procurement and compliance team finalized a request for proposal and started the procurement process by advertising the tender on February, 2014. The program appointed an evaluation committee that consisted of MoEHE Building and



Figure4 Pre bid meeting with various contractors

Construction representatives; a representative from the Palestinian Engineering Association; an engineering consultant; and the SSP procurement team to evaluate and make recommendations on the technical proposals for the 11 offers received. The preliminary report was shared and discussed with the USAID AOR and infrastructure staff.

### **Section 4.1.3 School Renovation – School Assessments and Submission of Designs for Approval**

School renovation is one of the major activities under the school capacity building component. The main goal of this activity is to improve the learning and teaching environment through the renovation of the existing computer and science labs and libraries, or by reconfiguring and using the current space to establish labs and libraries where they are absent, taking into account their accessibility and location within the school building.

On June 3, 2014 the procurement and compliance team finalized its contract with a qualified engineering firm after an extensive evaluation process. The assigned work for the engineering firm is to design and prepare tender documents, manage the tender, and supervise the implementation of limited renovations for up to 50 schools in the West Bank and East Jerusalem.

The assignment is to be implemented according the following phases.

#### ***Phase 1. Assessment***

The engineering firm and SSP conducted site visits of all 50 schools within seven working days of signing the agreement. In addition to assessing the status of labs and libraries, the site visit teams reviewed other aspects of the facilities, including the playground, sanitation works, painting needs, grounds, security, perimeter walls and fences, etc. An assessment report was drafted and shared with the MoEHE in accordance with the implementation plan. On 13 June, a workshop was held with MoEHE Building Department and other district engineers to discuss the findings of the assessment report and secure their recommendations to move on to the next step in the procurement process for school renovations.

#### ***Phase 2. Preparation of designs and tender documents***

After numerous meetings with the MoEHE Building Department, the engineering firm and SSP's procurement and compliance team developed a school design package and tender documents for computer labs, science labs, libraries and other required renovation work. These documents included all architectural, electromechanical design works and structural works for the school laboratories and libraries. The documents were submitted to MoEHE DG and Building Department for review and approval.

The Deputy Assistant Minister for Planning recommended to divide the school renovation activity into two stages based on the uncertainty of future funding; the first stage includes renovation and equipping of 27 schools that have sufficient space to upgrade science and computer labs and libraries, while stage two will address the remaining 23 schools that require only partial support. This recommendation was approved by USAID in August 2014.

## **Phase 3. Bidding Support and Pre-Construction Services**

The SSP procurement and compliance team published three tenders for the renovation of labs and libraries in 27 schools and procurement of IT equipment and furniture in August 2014. Suppliers and contractors were selected in September 2014, and renovation work will begin in October and is expected to be completed in November. Schools will be equipped and furnished by mid-December.

### **Section 4.1.4 Networking of Schools**

In June 2014, based on a competitive bidding process, the procurement and compliance team contracted Jaffal Group to install local area networks in all SSP schools. The team obtained approval from MoEHE to conduct school visits to assess networking equipment needs. After the assessments were completed, the networking schools began. In accordance with the plan, all 50 schools were networked by the end of August.



Figure 5 Networking SSP Schools

MOEHE reached an agreement with Paltel Group to provide Internet connection to the schools free of charge for 15 months starting in October 2014. However, five of the fifty schools are outside Paltel's coverage area, so SSP will be looking for alternative solutions for Internet service to those schools.

### **Section 4.1.5 School Training Center**

SSP received a request from NIET to upgrade three district training centers used for the training of principals and teachers. On 6 and 10 April 2014, SSP staff and a NIET representative conducted field visits to assess the main renovation and equipment needs of these centers and to verify their suitability for implementing the planned trainings. The request to upgrade the centers was shared with the AOR and received approval. SSP will solicit the tender documents in October. Implementation of renovations and equipping of those training center will take place in November 2014.



Figure 6 SSP and MoEHE staff inspecting a potential training center in Qalqilya

### **Section 4.1.6 School Improvement Plan Support through SIT Subcommittees**



Figure 7 Inspection visit

To support schools' ability to prioritize and implement plans to enhance the quality of education, SSP has budgeted funds to allow schools to implement their improvement plans. These plans are developed by the School Improvement Team (SIT) subcommittees and are reviewed and approved by the relevant District Leadership Team (DLT) and/or NIET. An SIT procurement subcommittee (headed by the school principal) was established in each SSP school in September 2014. The SIT procurement subcommittee identifies critical school



needs and supports the SSP team in process of procuring up to \$15,000 in goods and services annually over the coming three years.

The first three modules of the Leadership Diploma Program (LDP) provide school principals with the knowledge and skill required to develop the SIP, lead their SITs to carry out an annual needs assessment, and then develop the SIPs. This process is expected to be concluded between September and December 2014. The SIPs will be reviewed for education/technical soundness by the District Leadership Teams (DLTs) and for compliance SSP's Contracts and Compliance Manager by early January 2015.

The Leadership and Teacher Development (LTD) Program has facilitated the establishment of DLTs in various district offices, and SSP and LTD are being jointly implemented in 10 locations (10 district offices). The DLTs in these locations will serve both programs. In locations that do not have existing DLTs, NIET trainers will substitute for them.

## Section.4.2 Leadership Diploma Program

The Leadership Diploma Program (LDP) began in April 2014 for principals from the 21 schools located in Bethlehem, Jerusalem suburbs, Qalqilya, Ramallah and Salfet. Though the LDP was originally slated to begin in February 2014, the MoEHE did not approve the list of SSP schools until the beginning of April 2014, and SSP was also still waiting for vetting results into April. Therefore, the beginning of the LDP for SSP (as well as LTD's Cohort 2) had to be postponed until April 8th. The 21 principals in the first cohort of SSP LDP training are clustered together with LTD Program principals in the districts in which their schools are located. These principals completed six face-to-face (F2F) sessions and 8 learning circles (LCs) by the end of the fiscal year.



Figure8 NIET trainer in discussion with an SSP principal from South Hebron

Due to a shortage of trainers and the rapidly approaching end of the school year, NIET opted to postpone the beginning of the LDP for principals from the 29 schools in Hebron, Jenin, Jerusalem, Nablus, North Hebron, Qabatyia, South Hebron, South Nablus, and Tulkarem until June 2014. These principals began meeting in June in one center cluster in Ramallah for F2Fs and in two clusters – North and South – for LCs. They completed three F2Fs and three LCs by the end of the fiscal year. NIET began organizing accelerated sessions for this group at the end of FY14 that will continue during the beginning of FY2015 enabling these 29 principals to catch up with the earlier group of 21 principals so that procurement related to school improvement planning (which is dependent on several modules of the LDP) can take place at the same time for all 50 schools.



Figure 9 SSP Principals first activity in their first meeting in Ramallah, NIET



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As a part of SSP, all schools received laptops for principal use. SSP distributed these laptops to all 50 principals at district-level events during the month of September.

## Section 4.2.1 Teacher Training

Teacher training under SSP has changed significantly from what was originally envisioned for the program. Due to the Ministry of Education's refusal to vet teachers, SSP has cooperated with LTD and the Joint Financing Partners (JFP) to allocate funding for the teacher training under the Joint Financing Arrangement (JFA) instead of from the SSP budget. As a result, SSP is playing a much-reduced role in the implementation of training, which is now being handled entirely by NIET without direct SSP staff support.

In addition, due to both the desire and necessity to coordinate teacher training with LTD, and the scarcity of qualified NIET trainers in diverse geographic locations, SSP also shifted its training approach to better reflect that already established in LTD. Under the new approach, SSP is dividing teachers into two cohorts that will participate in training at two different times over consecutive academic years. Cohort 1 consists of teachers in 23 schools in Qalqilya, Salfeet, Ramallah, Jerusalem Suburbs, Bethlehem and Hebron. Cohort 2 includes teachers in the other 27 schools, which are located in Jenin, Nablus, Tulkarem, Qabatyia, South Nablus, North Hebron and South Hebron (see Appendix 4).

Given the large volume of teachers being trained under LTD, NIET faced difficulties in identifying additional qualified trainers that could support the simultaneous implementation of teacher training for LTD Cohort 1 and LTD Cohort 2/SSP Cohort 1, which, like under the LDP, will be clustered together. Therefore, NIET had to complete the training for LTD Cohort 1 before beginning training for LTD Cohort 2/SSP Cohort 1. In addition, NIET was not administratively prepared to start both the LDP and the teacher training at the same time. Collectively, SSP, LTD, and NIET prioritized the LDP training, because all other school-based activities as well as initiation of the school improvement planning process depend on the buy-in of and leadership from the principal.

As a result, teacher training did not begin in FY14. However, the very detailed preparatory work that must be carried out (such as checking and re-checking the qualifications of teachers; ensuring that teachers have not changed schools; and the determination of training locations) were all finalized during the summer of 2014, so that teacher training can begin in October, at the beginning of academic year 2014–2015. Though delayed, this timeframe is actually much better for teachers and schools— and therefore the program— because it better aligns with the academic year. Teachers will spend the entire year in the training, and SSP will not have to confront issues such as the mid-program transfer of teachers to other schools under this new schedule.



Figure 10 Joint leadership training in Qalqilya training center for SSP and LTD principals

Initially, as many as 500 teachers were expected to receive training under SSP. However, because of interim progress with the Ministry's push to "qualify" all teachers and because the selection criteria for SSP prioritized schools' capacity to undertake major renovations, the number of underqualified teachers requiring training at SSP schools is smaller than anticipated. Though final teacher data has been collected only from schools

in Cohort 1 at this point, SSP estimates that a total of 320 teachers will participate in teacher training, with approximately 160 teachers in each cohort. It is worth noting that SSP has identified a higher number of underqualified Arabic teachers than other teachers in Cohort 1; this higher number may be the result of fewer donor-funded programs that have dealt with the training of Arabic teachers than of math, science, English and technology teachers.

## **Section 4.2.2 School Improvement Teams**

By the end of September 2014, all schools had formed School Improvement Teams. SSP requested that these teams consist of the principal, at least one teacher, at least one parent and, where available, the counselor. In schools serving older students, SSP also requested a mechanism for student opinions to be considered, either by including students on the SITs themselves, or through the solicitation of student input in other ways.

## **Section 4.2.3 District Leadership Teams**

The formation of District Leadership Teams (DLTs) falls under the scope of LTD's work. As a part of the vision of collaboration between the two projects, SSP envisioned some role in the formation and/or support of DLTs, which has been precluded with the MOEHE's assuming of direct responsibility for this function. However, the MOEHE has not followed through at the pace necessary to implement the DLT role with regard to School Improvement Teams, which require DLT review of their School Improvement Plans. At the end of FY14, SSP was engaged in discussions with LTD about how to promote the MOEHE's speedier formation of DLTs so that they are in a position to respond to the needs of the School Improvement Teams early in FY2015.

## **Section 4.2.4 Annual Conference**

SSP began planning for an annual conference, originally slated for August 2014, in March 2014. As neither the LDP nor the teacher training had started at that point, SSP staff, in collaboration with USAID, determined that a conference organized on MSN's model, in which teachers and principals present research they've done in their schools, was not realistic for an August 2014 timeline. As a result, SSP decided to focus the first annual conference on the benefits of a holistic approach to improving education quality and to feature MSN or LTD participants who could address relevant aspects of their experiences in these two similar programs.

However, in April, the MoEHE expressed concerns about SSP teachers participating in such a conference before their training had begun. The MoEHE requested that SSP cancel or postpone the annual conference. Because it is burdensome for schools to release large numbers of teachers for conferences during the school year, SSP and USAID agreed to cancel the 2014 annual conference and do only two conferences over the life of the program, one each in the summers of 2015 and 2016.

## **Section 4.2.5 Study Tours**

In March 2014, SSP began identifying study tour themes and planning the logistics of the first study tour. At this time, SSP agreed with USAID to focus the study tours on educational assessment and evaluation (January 2015); school leadership (January 2016); and parent engagement and co- and extra-curricular activities (January 2017). However, when SSP sought approval from the MoEHE for these study tours, the Ministry

requested that SSP wait until after the LDP and teacher training had begun to move forward with discussions on this component. As a result, the January 2015 tour had to be cancelled. SSP plans to revisit the issue of study tours with the MoEHE once teacher training has begun in fall 2014; because the tours must be scheduled when Palestinian schools are on winter break and U.S. schools are in session, SSP will need to eliminate one of the above-mentioned themes and implement the two remaining tours in January 2016 and January 2017, respectively.

## Section 4.3 Parent Councils and Community Engagement

### Section 4.3.1 Parent Council Guideline

The importance of parent councils and community engagement came out of lessons learned from the Model Schools Network (MSN) Program that introduced support for parent councils toward the end of the project by creating the Parent Council Guideline. The guideline has been adopted by the MoEHE and represents the Ministry's strategy for PC engagement in schools. Through planned activities and support, SSP seeks to activate PCs by applying this Ministry guideline in schools and in January 2014 printed 2,500 copies of the guideline for future distribution. As the Ministry department responsible for parent councils, planning meetings were held with the MoEHE Student Affairs Office beginning in April 2013 and continuing until the PCs were activated beginning in April 2014. The MoEHE has been an enthusiastic supporter of this component, which is dedicated to parent councils and their role in engaging the local community in their school system.



Figure 11 Parent council members discussing how to raise more parental involvement in the school

### Section 4.3.2 Parent Council-Sponsored Reading Activities

In March 2013, SSP staff explored avenues for building parents' capacity to work with their children on academic skills and activities, including through collaboration with Madrasat Al-Omahat, a local NGO. An encouraging aspect of Madrasat Al-Omahat's program is that Nablus Directorate of Education is already supportive and provides input into the organization's curriculum and training for parents to better enable them to tutor their children. This program would be especially helpful for parents who have children with academic challenges. PCs will be encouraged to include this training in their plans if it is feasible. SSP also approached Tamer Institute, a well-known local organization that promotes reading, to explore programs that could be incorporated into SSP schools. Tamer Institute has agreed to include SSP schools in the activities of its National Reading Program that takes place every year in the second week of April. Finally, a meeting was held with the Director of the Palestine Writing Workshop PWW, an NGO that carries out writing and reading activities/workshops in the community. SSP's Community Engagement Manager worked with the PWW Director to draft a reading



Figure 12 PTA workshop with former PCs in South Nablus

campaign proposal to be implemented in SSP schools through PCs and the local communities. The proposal proved not to be feasible due to budget constraints.

During the 4th quarter, USAID launched a National Reading Media Campaign in the West Bank under the slogan “Today's readers, tomorrow's leaders” to encourage reading and cultivate lifelong readers. A USAID-funded Early Grade Reading Assessment (EGRA) program was also carried out to test second-grade literacy levels. This encouraged SSP to work on a reading program to be incorporated through its community engagement component. A concept note and proposal for incorporating enhanced library support and a reading intervention in SSP schools was prepared and submitted to the AOR. The Community Engagement Manager met with MoEHE staff responsible for school libraries. Tamer Institute was also consulted along with the librarian for El-Bireh Municipality to incorporate an informed intervention. Scholastic was contacted as well to compile a relevant book list that could supplement the MSN book list, and the Community Engagement Manager met with MoEHE's Supervision Department to benefit from lessons learned in the use of Scholastic's “My Arabic Library.” SSP was later requested by the Education Office to place a hold on this concept. Parent councils will be encouraged to incorporate reading activities into their PC work plans wherever possible.

### Section 4.3.3 Parent Council Activation

Activities to activate PCs began in April 2014 with orientation workshops held for the 50 SSP schools. Three workshops were held in each of the three geographic regions in which the program operates—the North, Center and South of the West Bank—for a total of nine workshops. The workshops took place between April 16 and May 19, 2014. SSP distributed and reviewed the Parent Council Guideline with all attendees and specified that AY2014–2015 PCs will be formed according to this guideline as put in place by the MoEHE. In breakout groups, participants discussed the role of PCs and how to activate parent involvement in the school community.



Figure 13 Awareness session at Amer Ebn Al As Basic Boys School in Sureef, North Hebron

During the PC workshops, parents also selected the topics for the parent awareness sessions to be held during AY2014–2015. Six topics of interest had been identified during the needs assessment earlier in the year. At the parent council workshops, parents ranked these topics in order of priority. The first of three awareness-building sessions that SSP organized in the early part of the new school year was Building Our Children's Self-Confidence. Other topics to be addressed at later dates include Improving Student Achievement and Motivating Our Children to Read.

A few schools had expressed concern over organizing mixed-gender PC meetings. SSP expects gender integration to be a challenge. Isla Basic Mixed School, located in a conservative area of the West Bank, has taken the lead in creating two parent councils—one for men and the other women—for mixed schools. Such an arrangement has proven not to be an option for other schools. Together with principals and PCs, SSP staff will need to explore ways of carrying out activities involving both parents in cases where mixed-gender activities are not culturally acceptable.



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Another area that requires strengthening is principals' awareness of the roles of PCs in schools. Such awareness will assure both greater principal participation and involvement and parent participation and involvement. SSP will continue working with principals to build awareness of their role in implementing the Parent Council Guidelines, as well as clarifying the role of PCs and encouraging parents to be empowered in decision making. SSP staff will attend workplan development sessions to ensure that parents are given flexibility to plan activities in which they have an interest in implementing.

See Appendix 5 for the agenda for parent council workshops and Appendix 6 for the ballot used by parents to vote on topics for awareness sessions.

**Table 1 : Attendance at PC Orientation Workshops**

Date	District	# of Schools	# of Parents	Parent Sex		# of MoEHE Employees
				Males	Female	
16/4/2014	Ramallah & Jerusalem	6	23	11	12	12
24/4/2014	Qalqilia & Tulkarem	5	32	25	7	2
28/4/2014	South Hebron	8	35	19	16	32
4/5/2014	Jenin & Qabatiya	7	29	15	14	0
6/5/2014	Salfeet	3	17	15	2	8
8/5/2014	Bethlehem	3	7	4	3	8
12/5/2014	Hebron & North Hebron	6	14	13	1	20
14/5/2014	Jerusalem Suburb	7	20	11	9	13
19/5/2014	Nablus and South Nablus	5	25	15	10	0

In the orientation workshops, parents were encouraged to participate in the SSP-organized field trips to Al-Quds University's science and math museums as well as to the zoo located in Qalqilya. At least one parent per class attended each of the trips and the feedback was positive, with teachers, parents and students expressing delight in having parents participate in school activities in non-traditional roles. Parents also acknowledged learning information that would enable them to help their children academically.

During the summer of 2014, meetings were held with Students Affairs office at MoEHE to plan and schedule for the first awareness sessions and PC elections of new members to take place at the beginning of AY2014–2015. Flyers and invitation letters were designed to encourage parents to attend awareness sessions and PC elections. Principals in many areas were pleasantly surprised at the number of parents attending awareness sessions. A principal in the South was quoted as saying prior to the workshop, "We'll be lucky if we get



**Figure 34** Parent council election at Duma Secondary Girls School in South Nablus at the end of the awareness session

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five parents to attend,” and this particular session had eight times that number. The students were given the incentive to encourage parents to attend; an award was granted to the classroom with the greatest number of parents who turned out at the awareness sessions and PC elections.

Awareness sessions and elections provided the first opportunity for SSP staff to reach a significant number of parents, to explain the goals of the program, and to give parents the opportunity to see how their voice counts with elections occurring publically. Eighteen awareness sessions for 19 SSP schools were completed by September 30, 2014: five in the Center, six in the North and 6 in the South. The attendance was better than expected, although at several schools parents of only one gender attended. As noted earlier, SSP will make a particular effort to find ways of enabling both parents to participate in PC activities. By the end of October 2014, all 50 schools are expected to have newly formed PCs. The PCs, with SSP guidance and support, will then create work plans for activities relevant to their local needs. These work plans are to be finalized by the end of December 2014.



Figure15 Awareness session at Nusayba Al Maziniyah Basic Girls School, Jenin district

SSP's community engagement team supported a request from the PC of Isla Basic Mixed School to recognize students with outstanding academic achievement at their school's Open Day on May 15, 2014. Approximately \$400 from the school's Parent Council Incentive Program Fund was allocated to purchase various age-appropriate gifts.



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## Section 4.3.4 Awareness Session Schedule through September 30, 2014

Number	National ID	School Name	Date	Female	Male	Total	Directorate
1	25112031	Beit Ummar basic Boys	17/9/14	109	7	116	North Hebron
2	25112060	Beit Ummar basic Girls					North Hebron
3	26112266	Sayyida Zeinab Basic Girls	23/9/14	144	12	156	Hebron
4	25112024	Kuwayzibia Basic Boys	24/9/14	52	2	54	North Hebron
5	25112052	Amr Bin Al'As Basic Boys	27/9/14	36	53	89	North Hebron
6	22112110	Marah Rabah Secondary Girls school	29/9/14	88	2	90	Bethlehem
7	27112207	Hafsa Basic Girls	30/9/14	131	31	162	South Hebron
8	27112218	Al-Awda Basic Boys					South Hebron
9	18112091	Rantis Secondary Boys	26/9/14	0	50	50	Ramallah and Al-Bireh
10	18112146	Al-Midya Basic Mixed	27/9/14	0	40	40	Ramallah and Al-Bireh
11	18112178	Al-Farouq Higher Basic	28/9/14	97	23	120	Ramallah and Al-Bireh
12	18112165	Abu Obadaya Basic Girls	29/9/14	95	5	100	Ramallah and Al-Bireh
13	19112012	Al-Ram Secondary Girls	30/9/14	76	0	76	Jerusalem suburbs
14	11112038	Jamma'in Secondary Girls School	23/9/2014	190	31	221	South Nablus
15	11112076	Akram Halloum Secondary Girls School	24/9/2014	55	2	57	South Nablus
16	11112066	Majdal Bani Fadel Boys School	25/9/2014	0	42	42	South Nablus
17	16112020	Isla Mixed School	28/9/2014	31	7	38	Qalqilya
18	16111079	Mascut Secondary Boys School	29/9/2014	26	49	75	Qalqilya
19	14112031	Qaffin higher Basic Boys School	30/9/2014	0	21	21	Tulkarem

## **Section.4.4    Section 4.4 Co- and Extracurricular Activities**

### **Section 4.4.1 Co- and Extracurricular Activities Staffing**

SSP finalized all its Co- and Extracurricular Activities staffing during October and November 2013. The Co- and Extracurricular Activities Manager, Faten Akkawi, then resigned and was replaced by Fadi Baidoun in December 2013. The Program Officer in the South joined SSP on 1 November 2013 and is based in AMIDEAST's Hebron office. The Program Officer for the North joined SSP on 17 November 2013 and is based in AMIDEAST's Nablus office. A Program Assistant also joined SSP on 1 November 2013 and is based in SSP's Ramallah office.

### **Section 4.4.2 Preliminary Discussions with the MoEHE**

On 16 July 2013, SSP met with the DG for Counseling and Special Education to introduce the project and to discuss the project's career counseling activities. At this meeting, the Ministry committed to using MOEHE-certified trainers for the counseling training, while SSP will cover the accommodation and other costs. The Ministry advised SSP to reprint the Career Counseling Development Program (CCDP) curriculum without any updates, as there has been no solid evaluation of the curriculum to date and because the MOEHE generally tests new curricula for five years before updating and reprinting them. The DG recommended that SSP hold two workshops: one for principals and counselors to launch the project, and another for counselors to assess their training needs.

In August 2013, SSP also met with the Director General for Student Affairs. At this meeting, Student Affairs agreed to use the MOEHE trainers to conduct training for environment clubs and the Debate Forum, as well as for other co- and extra-curricular activities.

In September 2013, another meeting with the DG of counseling and her team was conducted to finalize a tool for assessing the needs of the counselors to implement the career counseling program, and the schools' environment including incidents of violence, social norms, children's psychosocial wellbeing, and the teaching methodologies used by the teachers who will participate in the extracurricular component. Program officers and Co- and Extracurricular Manager then visited the targeted schools and filled the assessment tool with counselors and teachers. The data collected provided SSP with the knowledge and information needed to decide on which set of methodologies and interventions are most relevant to each school.

Another meeting with the Director General of Student Affairs was organized on 3 November 2013, the purpose of this meeting was to discuss the first year plan of activities and decide on the set of activities to be conducted in Year 1.

### **Section 4.4.3 Preparations with M&E**

A very important meeting was held in November 2013—attended by SSP's COP, M&E staff, and SCI's Senior Program Manager and Education Program Manager—to review through all SCI training modules and indicators. Another follow up meeting with the M&E department was arranged and attended by the component manager and SCI's Education Program Manager, during which all targets were discussed and finalized for the four-year plan.

## Section 4.4.4 Co- and Extra Curricular Activities

### *Program Kick Off and directorate meetings*

SSP organized a Program Kick Off on January 15, 2014 at NIET. All 50 school principals participated in this event, along with representatives from the 14 directorates and MoEHE. A full program description was presented and a session was held for questions and answers. As a follow up activity for the kick off, SSP teams started visiting Education Directorates and held in-depth discussions with each directorate management team and school principals regarding program activities. The assessment tool was shared with them and the field trip schedule was agreed upon.

### **School assessments**

During February 2014, the Co- and Extracurricular Activities team visited all 50 schools and conducted needs assessments for activities and for CCDP training. Assessment results serve as a baseline and to support the customization of activities for schools' individual needs.

### **Museum visits**

As soon as the schools list was finalized in April 2014, the Co- and Extracurricular Activities team began organizing the field trips to Al Quds and Qalqilya museums. The team organized meetings with the principals and with the focal points at all 14 MoEHE district offices to discuss the importance for student learning outcomes of the experimental learning opportunities offered at the museums. The indicator targets were also agreed upon, and the schedule finalized. In parallel, transportation tenders were published and two bus companies were selected to transport children from schools to museums.



Figure 16 Students from SSP School watching a math demonstration in Al Quds University Meet Math Museum.

Forty-one schools trips were conducted to Al Quds University and Qalqilya museum in April and May. A total of 1,935 students participated in the field trips (57% males and 43% female), and 100 parents also attended. Preliminary qualitative evidence suggests that students and teachers found the trips to be very beneficial in supporting their learning and teaching, respectively, in the subjects of science and math.

### **Career Counseling Development Program (CCDP)**

During the months of June through September 2014, SSP published tenders for the printings of CCDP curricular materials and for the procurement and distribution of CCDP kits to schools, and venders were selected. Schools will receive the books and the kits in October.

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SSP worked closely with the MoEHE Department of Counseling in August and September 2014 to prepare for the CCDP training, including logistics, trainers, agenda and methodology. On 28 September, five-day training sessions were conducted in Jenin, Ramallah and Hebron. The training was conducted by MoEHE master trainers that SCI trained under the TVET Program. Forty-three counselors attended the training (21 females and 22 males), and they were trained on using the CCDP curricula for grades 8–10.



Figure 17 Participants in a group discussion, Hebron location

## ***Sports Activities***

Sports activities will take place in SSP schools in FY 2015, to include tournaments on the district and the national level in selected sports. SSP will provide the schools with sports kits based on their needs. On September 23–25, workshops were conducted for sports teachers in Nablus, Ramallah and Hebron, respectively. Teachers identified their sports equipment needs and agreed to work on the following sports this year: football (soccer), volleyball and handball. The age range of sports teams was agreed to be grades 5–10 and to include



Figure 48 Physical education teachers meeting in Nablus to develop a sports event plan and discuss sports equipment needs for SSP schools

children who don't have the chance to participate in other MoEHE tournaments. In Nablus, 20 gym teachers and supervisors attended (12 males, 8 females); in Ramallah, 22 teachers and supervisors attended (12 males, 10 females); and in Hebron, 20 teachers and supervisors attended (12 males, 8 females).

## Section 5: Monitoring and Evaluation

### Section.5.1 Performance Management Plan and Data Quality Assessment

SSP submitted a draft Performance Management Plan (PMP) to USAID in June 2013. After this initial submission, the plan was then reviewed by LTD M&E staff and the M&E teams from both programs worked to compare PMPs and iron out differences so that indicator language, definitions and methodology were the same across both programs wherever relevant. Throughout the summer and fall of 2013, SSP worked with the Monitoring & Evaluation Task Force, composed of members from both SSP and representatives from seven MoEHE departments relevant to the program, to review the indicators in the plan again and ensure that the language and definitions of each indicator were contextually relevant to MoEHE's system. SSP then submitted another version of the PMP in December 2013. After receiving USAID's comments on this version in early March 2014, SSP submitted a revised version on March 11. USAID sent additional comments on March 24, and SSP submitted another version complete with PIRS on April 16. USAID provided more comments in early May, and SSP submitted a revision on May 11. Following this submission, USAID and SSP met to discuss the plan, and SSP submitted a final version in June. This version was approved on June 12, 2014.

SSP submitted a revised version of the PMP for FY2015 with its implementation plan on September 18.

### Section.5.2 Data Quality Assessment

In April 2014, the SSP M&E Officer attended USAID's Data Quality Assessment (DQA) training. At USAID's request, after the training, the M&E team set up a DQA folder on the SSP shared drive. In May, the SSP M&E team met with USAID for the DQA for 2014's PPR indicators. SSP's contribution to the USAID DQA memo was submitted on June 8.

### Section.5.3 External Evaluation

SSP issued an RFP for the external evaluation of the program in March 2014 and received nine proposals; Arab World for Research and Development (AWRAD) was selected in April. Following vetting clearance for the evaluation team, SSP signed a contract with AWRAD in June and began meetings on the design of the baseline assessment. AWRAD's inception report and data collection tools were submitted to SSP on September 30, 2014. Data collection will begin in October and include both participating and comparison group schools. AWRAD's baseline report is due in December 2014.

### Section.5.4 Internal Baseline Assessment

In addition to the program's external evaluation, at the end of September 2014, SSP also conducted an internal baseline assessment focused primarily on collecting data for the program's outcome and output indicators from both participating and comparison group schools. SSP's M&E team spent much of the summer reviewing and revising the data collection methodology for each indicator and preparing the data collection tools in both English and Arabic. Several of the indicators also overlap with LTD's indicators, and so SSP coordinated with LTD to ensure that the same methodology and instruments were used for both programs.



## **Section.5.5 Student Achievement Testing**

In September, SSP, in collaboration with the MoEHE's Assessment and Evaluation Department (AED), conducted baseline student achievement testing in math, science, English and Arabic in the 50 participating and 15 comparison group schools. The analysis of these test results will be performed primarily by external consultants and should be ready by early December 2014.

## **Section.5.6 USAID Gender Training and Gender-Focused Evaluation**

On 11 March 2014, the SSP M&E Manager attended USAID gender training. As a direct result of that training, SSP worked together with LTD to update the demographic section of the NIET assessment instrument for teacher and principal effectiveness to include factors that may affect participants differently based on gender. SSP will include more sophisticated gender-focused questions on all qualitative instruments, not only to triangulate results, but also to explain gender gaps and find ways to work at reducing them over the life of the program.

The education sector in the West Bank often witnesses girls outperforming boys at the K–12 level. Risks to boys' basic education—such as economic pressure, imprisonment, and a higher degree of freedom with regard to free time outside the home, outweigh—in most communities in the West Bank, risks to girls' basic education. As a result, SSP's data collection instruments have been designed to focus on the different ways in which girls' and boys' educational achievement and opportunities may be limited by societal factors, and SSP will use data from the baseline to adjust its activities in ways that aim at reducing gaps in performance and opportunity for both girls and boys.

## **Section.5.7 Geo-MIS**

SSP M&E staff attended initial Geo-MIS training in July 2013 and a follow-up training regarding updated regulations in October 2013. As a result of the October 2013 training, SSP completed PPR reporting for FY2013, before the rest of the system was set up for the program's other indicators. After the PMP was approved in June 2014 and the rest of the indicators were set up in the system, SSP entered data for the one additional indicator on which data existed at the time. In addition, at that time, other sections of the system were completed, such as the program description and intermediate results. Entry of all other data will take place after the baseline is conducted in September–October 2014.

## **Section.5.8 TraiNet**

In Quarter 5, SSP began entering data on training activities into TraiNet. At the time of this writing, all leadership training sessions conducted under SSP have been entered into TraiNet.



## Appendix 1: School Scoring Sheet

Name of School	School ID	District	Infrastructure needs						Retiring principal	Building status	Number of eligible teachers	Student population	Dropout rate	Marginalization			Total	Score (%100)	Rank
			CL	SL	L	PG	B	R						Acc.	Eco.	Geo.			
			20.00%											20.00%	10.00%	20.00%			
Rantees Secondary Boys	18112091	Ramallah	4	4	3	2	2	1	20	10	20	8	2	4	2	0	82	82%	1
Al Medya Basic Mixed	18112146	Ramallah	4	2	2	3	2	1	20	10	16	8	4	3	2	0	77	77%	2
Barta'a Basic for Boys	10112179	Jenin	1	5	4	2	2	1	20	10	12	4	0	6	1	1	69	77%	3
Rantees Secondary Girls	18112109	Ramallah	4	2	0	2	1	1	20	10	20	6	4	2	2	0	74	74%	4
Yousef Al Athmeh Basic Boys	10111096	Jenin	5	2	2	3	1	0	20	10	12	8	0	2	0	0	65	72%	5
Samiha Khalil Secondary Mixed	18111176	Ramallah	1	1	0	2	1	0	20	10	20	8	0	2	0	0	65	72%	6
Al Zawiya Secondary Boys	13112009	Salfeet	3	4	3	2	1	0	20	10	12	6	4	5	2	0	72	72%	7
Qarawet Bani Hassan Secondary Girls	13112041	Salfeet	3	1	2	2	2	1	20	10	8	6	10	4	2	0	71	71%	8
Yusra Al Natsheh Basic Boys	26111304	Hebron	1	4	2	0	0	1	20	10	16	8	4	4	1	0	71	71%	9
Zeif Basic Mixed	27112125	South Hebron	4	5	3	3	2	0	20	10	4	8	4	5	2	0	70	70%	10
Barta'a Secondary for Boys	10112032	Jenin	5	1	3	2	0	0	20	10	8	4	8	6	2	1	70	70%	11
Qarawet Bani Hassan Secondary Boys	13112017	Salfeet	3	1	2	2	1	0	20	10	8	6	10	4	2	0	69	69%	12
Haris Basic Boys	13112058	Salfeet	5	4	3	2	1	0	20	10	8	8	2	5	1	0	69	69%	13
Um al Rehan Secondary Mixed	10112008	Jenin	3	4	3	2	0	0	20	10	8	4	0	6	1	1	62	69%	14
Al-Ka'abneh	27112131	South Hebron	1	3	4	2	1	0	20	10	4	6	10	4	2	1	68	68%	15
Al-Hathaleen	27112133	South Hebron	5	5	4	2	1	0	20	10	4	4	6	3	2	1	67	67%	16
Khadija Bint Khuwaylid Basic Boys	26111211	Hebron	2	2	3	1	0	1	20	0	20	8	0	3	0	0	60	67%	17
Yasser Amro Secondary Girls	26111148	Hebron	0	0	0	0	0	0	20	10	16	10	6	3	1	0	66	66%	18
Raba'ah Al Adawiyya Basic Girls	26111177	Hebron	5	2	0	2	1	1	20	0	16	8	0	4	0	0	59	66%	19
Al Haj Talib Salhab Basic Girls	26111149	Hebron	1	4	0	3	0	0	20	10	8	10	0	3	0	0	59	66%	20
Al Karamah Basic Mixed	18111175	Ramallah	1	1	0	2	1	1	20	10	16	8	2	2	1	0	65	65%	21
Al Yaqoubiyya Basic Girls	26111163	Hebron	5	5	1	3	1	1	20	0	12	6	0	3	1	0	58	64%	22
Haris Secondary Boys	13112016	Salfeet	3	3	3	2	2	0	20	10	4	8	2	5	2	0	64	64%	23
Beit Ameen Basic Mixed	16112052	Qalqilya	3	2	1	2	0	1	20	10	12	6	2	3	2	0	64	64%	24
Ta'anak Basic Boys	10112111	Jenin	4	4	3	3	1	1	20	10	4	4	4	4	2	0	64	64%	25
Wad Rahhal Secondary Mixed	22112021	Bethlehem	3	4	1	1	0	0	20	10	12	6	2	5	0	0	64	64%	26
Hasan Mustafa Basic Boys	22112006	Bethlehem	4	5	3	3	1	1	20	10	4	4	0	1	0	0	56	62%	27

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Name of School	School ID	District	Infrastructure needs						Retiring principal	Building status	Number of eligible teachers	Student population	Dropout rate	Marginalization			Total	Score (%100)	Rank
			CL	SL	L	PG	B	R						Acc.	Eco.	Geo.			
			20.00%											20.00%	10.00%	20.00%			
Zaid Bin Thabit Basic Boys	26111356	Hebron	0	0	0	0	0	0	20	10	16	10	2	3	1	0	62	62%	28
Jawher Basic Girls	26111152	Hebron	2	5	0	3	0	1	20	10	4	8	0	2	0	0	55	61%	29
Wad Rahhal Secondary Girls School	22112119	Bethlehem	4	2	1	3	2	0	20	10	4	4	0	4	1	0	55	61%	30
Marah Mu'allah Joint School	22112043	Bethlehem	2	2	1	3	1	1	20	10	8	6	2	4	1	0	61	61%	31
Zeid Ben Harthah	27112153	South Hebron	4	3	0	3	1	1	20	10	4	6	2	5	2	0	61	61%	32
Al Rawaeen	22112029	Bethlehem	2	4	1	3	1	1	20	10	4	2	6	4	2	1	61	61%	33
Al-Simya	27112049	South Hebron	4	1	3	2	1	0	20	10	4	6	2	4	2	0	59	59%	34
Al Deir Basic Mixed School	25112097	North Hebron	2	2	1	3	1	0	20	10	8	2	0	2	1	0	52	58%	35
Sheikh Sa'd Secondary Boys School	20121008	Jerusalem	0	0	0	2	2	1	20	10	8	4	0	4	1	0	52	58%	36
Ras Ateyyah Secondary Boys School	16112073	Qalqilya	0	0	0	2	0	0	20	10	12	6	4	1	2	0	57	57%	37
Kufr Aqab Basic Mixed	19112002	Jerusalem suburbs	1	1	3	3	0	1	20	10	4	6	0	2	0	0	51	57%	38
Al Qubaibah Mixed School	19112021	Jerusalem suburbs	2	2	1	3	0	0	20	10	4	4	0	3	1	0	50	56%	39
Al Ayyoubiyya Basic Boys	26111141	Hebron	2	2	1	3	2	0	20	0	8	4	8	4	1	0	55	55%	40
Qalandia Basic Mixed	19112005	Jerusalem suburbs	1	3	1	2	1	0	20	10	4	4	0	2	1	0	49	54%	41
Shajret Al Dur Basic Girls	26111176	Hebron	2	5	4	0	0	1	20	0	8	4	0	3	1	0	48	53%	42
Al Rashayda Co-ed School	22112028	Bethlehem	3	2	1	2	2	1	0	10	12	4	10	4	1	1	53	53%	43
Tuqua' Boys Secondary School	22112040	Bethlehem	4	1	4	2	0	0	0	10	12	10	4	3	2	1	53	53%	44
Al Jaza'er Basic Boys	26111091	Hebron	4	2	1	3	1	1	20	0	8	6	2	4	1	0	53	53%	45
Bir Al Saba'a Basic Boys	26111089	Hebron	2	2	1	2	0	1	20	0	8	4	6	3	1	0	50	50%	46
Al-Zuwaidin	27112124	South Hebron	0	3	2	2	1	1	0	10	8	8	8	3	2	1	49	49%	47
Jabal Tarouseh	27111273	South Hebron	2	2	1	3	2	1	20	0	4	4	0	3	1	0	43	48%	48
Thu Al Nourayn Basic Girls	26111216	Hebron	2	2	1	2	1	1	20	0	4	4	0	4	0	0	41	46%	49
Qurtaba Basic Mixed	26111111	Hebron	1	2	0	0	0	1	20	0	8	4	0	4	0	0	40	44%	50
Abo Obeida Basic School	25112016	Hebron - North	2	2	1	3	2	1	20	0	4	2	0	3	0	0	40	44%	51
Al Fondoq Basic	16112002	Qalqilya	3	1	3	2	0	1	0	10	4	6	2	3	1	0	36	36%	52
Thubra Co-Ed Basic School	22112080	Bethlehem	0	0	0	0	0	0	20	0	4	2	0	2	1	0	29	32%	53
Salah Al Din School	20122060	Jerusalem							20	10	4	4	0				38	0%	54
Al Khansaa Elementary School	22112042	Bethlehem							20	10	8	8	0				46	0%	55
Al Amreyah Basic Boys	10111168	Jenin	2	2	2	3	1	1	20	10	0	10	2	1	1	0	55	0%	56

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Name of School	School ID	District	Infrastructure needs						Retiring principal	Building status	Number of eligible teachers	Student population	Dropout rate	Marginalization			Total	Score (%100)	Rank
			CL	SL	L	PG	B	R						Acc.	Eco.	Geo.			
			20.00%											20.00%	10.00%	20.00%			
Al Sawiya/Al-Luban Secondary Mixed	11112064	South Nablus	3	4	3	2	2	1	20	10	0	8	4	5	2	0	64	0%	57
Al Taybeh Secondary Boys	10112090	Jenin	3	4	2	2	1	1	20	10	0	4	2	5	2	0	56	0%	58
Beit Sira Basic Boys	18113226	Ramallah	1	1	2	2	1	1	20	10	0	4	0	5	1	0	48	0%	59
Al Sawiya Secondary Girls	11112063	Nablus - South	1	4	3	2	0	1	20	10	0	6	0	5	1	0	53	0%	60
Azzoun Basic Boys	16112029	Qalqilya	2	1	0	2	2	0	20	10	0	8	2	1	1	0	49	0%	61
Al Nahda School (C)	20122042	Jerusalem	5	5	4	2	0	1	20	0	0	2	0	1	1	0	41	0%	62
Al Luban Secondary Girls	11112069	Nablus - South							20	10	0	0	0				30	0%	63
Al Nahda School (B)	20121023	Jerusalem	2	2	1	1	0	1	20	0	0	0	0	2	0	0	29	0%	64
Al Jil al Jadid	19332727	Jerusalem Suburbs							20	0	0	0	0				20	0%	65
Al Jurmoq Elementary Girls School	22112120	Bethlehem	1	0	0	0	1	0	20	10	8	6	0	5	2	1	54	0%	66
Al Ikhu'a Secondary Girls	26111159	Hebron							20	10	16	10	10				66	0%	67
Al Mawakib American International School	20332744	Private School - Jerusalem	4	1	1	1	1	1	20	10	16	8	0	5	1	0	69	77%	1
Al Hidaya School	20332781	Private School - Jerusalem	1	5	4	2	1	1	20	10	12	8	0	4	0	0	68	76%	2
Dar al Hikma Basic School	20332766	Private School - Jerusalem	5	5	4	2	1	1	20	0	16	8	0	4	0	0	66	73%	3
Riyad al-Aqsa Islamic Schools	20121034	Private School - Jerusalem	5	5	4	2	1	1	20	0	16	8	0	1	0	0	63	70%	4
Al Noorayn School	20332782	Private School - Jerusalem	5	5	4	2	2	1	20	0	16	6	0	1	0	0	62	69%	5
Emleson Women's Basic School	20332761	Private School - Jerusalem	1	1	1	1	1	1	20	0	16	10	0	4	0	0	56	62%	6
Shams Al-Ma'aref School	20331748	Private School - Jerusalem	1	4	3	2	1	1	20	10	4	4	4	3	2	0	59	59%	7
Shatha Al Ward	20332753	Private School - Jerusalem	1	5	0	0	0	1	20	0	16	6	0	2	0	0	51	57%	8
Zuhour al-Aqsa	20332720	Private School - Jerusalem	5	5	4	3	2	1	20	0	4	4	0	2	0	0	50	56%	10
Ru'a	20331754	Private School - Jerusalem	1	5	4	2	0	1	20	0	12	4	0	1	0	0	50	56%	10
Nour Al Quds Schools and Kindergarten	20332785	Private School - Jerusalem	1	5	4	2	1	1	20	0	4	4	0	3	0	0	45	50%	11
Shireen Basic School	20332710	Private School - Jerusalem							20	10	8	4	6				48	48%	13
Atfal Jabal Al Zaitoun	20331714	Private School - Jerusalem	5	5	1	3	0	1	0	0	20	10	2	1	0	0	48	48%	13

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Name of School	School ID	District	Infrastructure needs						Retiring principal	Building status	Number of eligible teachers	Student population	Dropout rate	Marginalization			Total	Score (%100)	Rank
			CL	SL	L	PG	B	R						Acc.	Eco.	Geo.			
			20.00%											20.00%	10.00%	20.00%			
Al Huda	20311733	Private School - Jerusalem	1	5	4	2	0	1	20	0	4	4	0	1	0	0	42	47%	14
St. Dimiana Coptic School	20321731	Private School - Jerusalem	1	0	4	0	0	1	20	0	0	0	0	1	0	0	27	30%	15

Selected Schools, with Teacher Numbers, by District (44 Public,6 Private)									
			Underqualified teachers						
	Total selected schools	Total schools per district	Math	Science	English	Arabic	Technology	Classroom	Total
Ramallah	5	6	7	10	11	14	4	55	101
Jerusalem	1	4	2	2	2	2	1	0	9
Jenin	5	7	7	9	7	14	3	10	50
Hebron	10	15	23	20	17	27	10	39	136
Salfeet	5	5	11	10	7	12	4	1	45
South Hebron	5	7	6	5	6	5	3	5	30
Hebron - North	1	2	1	0.5	1	1	1	4	8.5
Bethlehem	7	10	16	10	12	16	7	3	64
Qalqilya	2	4	3	4	3.5	5	2	5	22.5
Nablus - South	0	3	0	0	0	0	0	0	0
Jerusalem Suburbs	3	4	3	3	3	3	1	0	13
Private School - Jerusalem	6	15	13	14	18	22	8	21	96
Total	50	82	92	87.5	87.5	121	44	143	575

Selected schools	50
Eligible public schools remaining	10
Eligible private school remaining	7
Ineligible schools	15
Total Schools	82

Retiring School Principal
No ID's received
Insufficient Teachers
Private Schools

# SSP First Annual Performance Monitoring Report

## Appendix 2: Approved Schools List

National ID	School Name	Directorate	Community Name	Score on Selection Rubric	Updated Ranking
27111108	Hawa' Secondary Girls	South Hebron	Yatta	87.72%	1
26112266	Sayyida Zeinab Basic Girls	Hebron	Taffouh	86.45%	2
19112032	Anata Secondary Girls	Jerusalem Suburbs	Anata	78.38%	3
11112038	Jamma'in Secondary Girls	South Nablus	Jamma'in	76.38%	4
13112017	Qarawat Bani Hassan Secondary Boys	Salfeet	Qarawet Bani Hassan	51.71%	5
27112132	Raqa'a Secondary Boys	South Hebron	Raq'a	74.64%	6
28112188	Kufr Ra'I New Basic Boys School	Qabatya	Kufr Ra'ii	72.66%	7
18112165	Abu Obayda Basic Girls	Ramallah/Al-Biereh	Bit Leqya	72.12%	8
27111128	Yatta Basic Boys	South Hebron	Yatta	71.39%	9
25112060	Beit Ummar Basic Girls	North Hebron	Beit Ummar	68.78%	10
14112031	Qaffin Higher Basic Boys	Tulkarm	Qaffin	68.44%	11
26112200	Nassar Al 'Asafra Basic Girls	Hebron	Beit Kamel	68.44%	12
28112019	Al Judeida Secondary Girls	Qabatya	Al Jadida	67.90%	13
10112140	Nasiba Al Mazaniyya Basic Girls	Jenin	Al Yamoun	66.72%	14
13112041	Qarawat Hassan Secondary Girls	Salfeet	Qarawet Bani Hassan	66.31%	15
25112052	Amr Bin Al 'As Basic Boys	North Hebron	Sourif	66.31%	16
19112012	Al Ram Secondary Girls	Jerusalem Suburbs	Al Ram	65.84%	17
11112076	Akram Halloum Secondary Girls	South Nablus	Doma	65.04%	18
27111113	Nethamiyeh Basic Girls	South Hebron	Yatta	63.77%	19
27112184	Samou Basic Boys School	South Hebron	Al Samou	63.45%	20

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National ID	School Name	Directorate	Community Name	Score on Selection Rubric	Updated Ranking
19112026	Hizma Secondary Boys	Jerusalem Suburbs	Hizma	62.66%	21
25112031	Beit Ummar Basic Boys	North Hebron	Beit Ummar	62.51%	22
10112049	Al Mughayyir Secondary Girls	Jenin	Al Mughayyer - Jenin	61.64%	23
19112018	Bir Nabala Secondary Girls	Jerusalem Suburbs	Bir Nabala	61.64%	24
22112027	Ash Shawawra Secondary Boys	Bethlehem	Al Shawawreh	49.24%	25
16111049	Sadeeq Basic Boys	Qalqilya	Qalqilya	60.37%	26
11112066	Majdal Bani Fadil Secondary Mixed	South Nablus	Majdal Bani Fadel	60.19%	27
22112005	Al Tahrir Basic Boys	Bethlehem	Beit Fajjar	59.97%	28
13112006	Bruqin Secondary Mixed	Salfeet	Ibroqeen	59.71%	29
19112039	Abu Dis Secondary Boys School	Jerusalem Suburbs	Abu Dis	58.85%	30
18112146	Al Midya Basic Mixed	Ramallah/Al-Biereh	Al Midya	58.38%	31
19112014	Beit 'Anan Secondary Boys	Jerusalem Suburbs	Biet Innan	49.11%	32
22112110	Marah Rabah Secondary Girls	Bethlehem	Mrah Rabah	58.31%	33
10112041	Anin Secondary Boys	Jenin	Aneen	37.58%	34
10112131	Jalbun Secondary Boys	Jenin	Jalboun	37.04%	35
27112218	Al Awda Basic Boys	South Hebron	Ithna	38.29%	36
27112207	Hafsa Basic Girls	South Hebron	Ithna	55.36%	37
20122031	Al Nizamiyeh Primary School Shufat	Jerusalem	Shu'fat	55.04%	38
16112020	Isla Basic Mixed	Qalqilya	Isla	54.98%	39
25112024	Kuwayzibia Basic Boys	North Hebron	Kiuwayzibia	54.98%	40
27112247	Khallet Salih Basic	South Hebron	Khallet Saleh	54.70%	41
18112091	Rantis Secondary Boys	Ramallah/Al-Biereh	Rantis	54.66%	42



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National ID	School Name	Directorate	Community Name	Score on Selection Rubric	Updated Ranking
20121038	Riyad al Aqsa Boys/Al 'Eizariya	Jerusalem	Ezariyeh	37.90%	43
14112124	Illar Higher Basic Boys	Tulkarm	Allar	49.58%	44
18112055	Burqa Secondary Girls	Ramallah/Al-Biereh	Burqa	51.96%	45
11112036	Jamma'in Basic Boys	South Nablus	Jamma'in	51.71%	46
16112018	Jeensafoot Secondary Boys	Qalqilya	Jeenasafoot	51.17%	47
19112028	Beit Surik Secondary Boys	Jerusalem Suburbs	Bit Soureek	50.85%	48
16111079	Muscat Secondary Boys	Qalqilya	Qalqilia	53.30%	49
12112047	Bizzariya Secondary Boys	Nablus	Bazzarya	47.65%	50
11112042	Aqraba Secondary Boys	South Nablus	Aqraba	76.31%	Comparison Group
18112178	Al Farouq Higher Basic (Beit Liqya)	Ramallah/Al-Biereh	Bit Leqya	50.92%	Comparison Group
27112278	Mu'atassim Basic Boys	South Hebron	Al Mizra'a	50.57%	Comparison Group
25112011	Beit Ula Secondary Boys	North Hebron	Beit Ula	61.64%	Comparison Group
19112053	Al Jib Secondary Boys	Jerusalem Suburbs	Al Jeeb	58.38%	Comparison Group
16112001	An Nabi Elyas Secondary Mixed	Qalqilya	Nabi Elyas	47.04%	Comparison Group
27112125	Zeif Basic Mixed	South Hebron	Zeif	46.38%	Comparison Group
18112096	Al Mughayyir Secondary Boys	Ramallah/Al-Biereh	Al Mughayyer - Ramallah	46.25%	Comparison Group
25112036	Al Dawara Basic Boys	North Hebron	Al Dawwara	42.98%	Comparison Group
19112042	As Sawahira ash Sharqiya Secondary Boys	Jerusalem Suburbs	Al Sawahra al Sharqia	40.44%	Comparison Group
27112180	Jafar Bin Abi Talib Basic Boys School	South Hebron	Al Samou	56.31%	Comparison Group
19112034	Masqat Secondary Boys School	Jerusalem Suburbs	Al Ezaryeh	53.77%	Comparison Group
10112071	Deir Abu Da'if Secondary Boys	Jenin	Deir Abu Da'ef	57.97%	Comparison Group

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National ID	School Name	Directorate	Community Name	Score on Selection Rubric	Updated Ranking
10112078	Jalqamus Secondary Boys	Jenin	Jalqamos	56.38%	Comparison Group
13112042	Deir Ballout Secondary Girls School	Salfeet	Deir Ballout	34.50%	Comparison Group
29112029	Aqqaba Basic Boys	Tubas	Aqqaba	47.52%	Alternate School
28112024	Raba Secondary Boys	Qabatya	Raba	44.25%	Alternate School
14112115	Beit Lid Secondary Boys	Tulkarm	Bit Leed	43.71%	Alternate School
22112009	Artas Secondary Boys	Bethlehem	Artas	41.96%	Alternate School
29112042	Ibn al Haithem Basic Boys	Tubas	Aqqaba	39.58%	Alternate School
14112132	Bal'a Higher Basic Boys	Tulkarm	Bal'a	38.31%	Alternate School
19112027	Qatanna Basic Boys School	Jerusalem Suburbs	Qatanna	37.90%	Alternate School
13112004	Kifl Haris Secondary Mixed	Salfeet	Kifil Hares	37.04%	Alternate School
16112074	Azzoun Intermediate Boys	Qalqilya	Azoun	36.63%	Alternate School
28111178	West Qabatiya Basic Boys	Qabatya	Qabatya	35.77%	Alternate School
10112053	Kufr Dan Secondary Boys	Jenin	Kufr Dan	25.84%	Alternate School

## Appendix 3: Final List of Participating Schools

National ID	School Name in English	Directorate of Education
27111108	Hawa' Secondary Girls	South Hebron
26112266	Sayyida Zeinab Basic Girls	Hebron
19112032	Anata Secondary Girls	Jerusalem Suburbs
11112038	Jamma'in Secondary Girls	South Nablus
13112017	Qarawat Bani Hassan Secondary Boys	Salfeet
27112132	Raqa'a Secondary Boys	South Hebron
28112188	Kufr Ra'I New Basic Boys	Qabatya
18112165	Abu Obayda Basic Girls	Ramallah/ Al Bireh
27111128	Yatta Basic Boys	South Hebron
25112060	Beit Ummar Basic Girls	North Hebron
14112031	Qaffin Higher Basic Boys	Tulkarm
26112200	Nassar Al 'Asafra Basic Boys	Hebron
28112019	Al Judeida Secondary Girls	Qabatya
10112140	Nasiba Al Mazaniya Basic Girls	Jenin
13112041	Qarawat Bani Hassan Secondary Girls	Salfeet
25112052	Amr Bin Al 'As Basic Boys	North Hebron
19112012	Al Ram Secondary Girls	Jerusalem Suburbs
11112076	Akram Halloum Secondary Girls	South Nablus
27111113	Nethamiyeh Basic Girls	South Hebron
27112184	Samou' Basic Boys	South Hebron
19112026	Hizma Secondary Boys	Jerusalem Suburbs
25112031	Beit Ummar Basic Boys	North Hebron
10112049	Al Mughayyir Secondary Girls	Jenin
19112018	Bir Nabala Secondary Girls	Jerusalem Suburbs
22112027	Ash Shawawra Secondary Boys	Bethlehem
16111049	Sadeeq Basic Boys	Qalqiliya
11112066	Majdal Bani Fadil Secondary Mixed	South Nablus
22112005	Al Tahrir Basic Boys	Bethlehem
13112006	Bruqin Secondary Mixed	Salfeet

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19112039	Abu Dis Secondary Boys School	Jerusalem Suburbs
18112146	Al Midya Basic Mixed	Ramallah/ Al Bireh
19112014	Beit 'Anan Secondary Mixed	Jerusalem Suburbs
22112110	Marah Rabah Secondary Girls	Bethlehem
10112131	Jalbun Secondary Boys	Jenin
27112218	Al Awda Basic Boys	South Hebron
27112207	Hafsa Basic Girls	South Hebron
20122031	Al Nizamiyeh Primary School Shufat	Jerusalem
16112020	Isal Basic Mixed	Qalqilya
25112024	Kuwayzibia Basic Boys	North Hebron
27112247	Khallet Saleh Basic Boys	South Hebron
18112091	Rantis Secondary Boys	Ramallah/ Al Bireh
14112124	Illar Higher Basic Boys	Tulkarm
18112055	Burqa Secondary Boys	Ramallah/ Al Bireh
11112036	Jamma'in Basic Boys	South Nablus
19112028	Beit Surik Secondary Boys	Jerusalem Suburbs
16111079	Muscat Secondary Boys	Qalqilya
12112047	Bizzariya Secondary Boys	Nablus
10112053	Kufr Dan Secondary Boys	Jenin
18112178	Al Farouq Higher Basic (Beit Liqya)	Ramallah/ Al Bireh
28112024	Raba Secondary Boys	Qabatya

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## Appendix 4: List of Schools by Cohort

Cohort	Natinal ID	Public School Name	School Name in English	Directorate of Education
Cohort 1	16111049	مدرسة ذكور الصديق الاساسية	Sadeeq Basic Boys	Qalqilya
	16111079	ذكور مسقط الثانوية	Muscat Secondary Boys	Qalqilya
	16112020	عسلة الاساسية المختلطة	Isla Basic Mixed	Qalqilya
	13112006	ابروقين الثانوية المختلطة	Bruqin Secondary Mixed	Salfeet
	13112017	ذكور قراوه بني حسان الثانوية	Qarawat Bani Hassan Secondary Boys	Salfeet
	13112041	بنات قراوه حسان الثانوية	Qarawat Hassan Secondary Girls	Salfeet
	18112055	بنات برقا الثانوية	Burqa Secondary Girls	Ramallah/Al-Biereh
	18112091	ذكور رنتيس الثانوية	Rantis Secondary Boys	Ramallah/Al-Biereh
	18112146	المدية الاساسية المختلطة	Al Midya Basic Mixed	Ramallah/Al-Biereh
	18112165	أبو عبيدة الاساسية للبنات	Abu Obayda Basic Girls	Ramallah/Al-Biereh
	19112012	بنات الرام الثانوية	Al Ram Secondary Girls	Jerusalem Suburbs
	19112014	مدرسة ذكور بيت عنان الثانوية	Beit 'Anan Secondary Girls	Jerusalem Suburbs
	19112018	مدرسة بيرنبالا الثانوية للبنات	Bir Nabala Secondary Girls	Jerusalem Suburbs
	19112026	ذكور حزما الثانوية	Hizma Secondary Boys	Jerusalem Suburbs
	19112028	بيت سوريك الثانوية للبنين	Beit Surik Secondary Boys	Jerusalem Suburbs
	19112032	بنات عناتا الثانوية	Anata Secondary Girls	Jerusalem Suburbs
	19112039	ذكور ابو ديس الثانوية	Abu Dis Secondary Boys School	Jerusalem Suburbs
	20122031	النظامية الاساسية شعفات	Al Nizamiyeh Primary School Shufat	Jerusalem
	22112005	ذكور التحرير الاساسية	Al Tahrir Basic Boys	Bethlehem
	22112027	ذكور الشواورة الثانوية	Ash Shawawra Secondary Boys	Bethlehem
	22112110	بنات مراح رباح الثانوية	Marah Rabah Secondary Girls	Bethlehem
	26112200	نصار العصفارة الثانوية للبنات	Nassar Al 'Asafra Basic Girls	Hebron
	26112266	السيدة زينب الاساسية للبنات	Sayyida Zeinab Basic Girls	Hebron



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Cohort	Natinal ID	Public School Name	School Name in English	Directorate of Education
Cohort 2	10112041	عانين الثانوية للبنين	Anin Secondary Boys	Jenin
	10112049	بنات المغير الثانوية	Al Mughayyir Secondary Girls	Jenin
	10112131	جلبون الثانوية للبنين	Jalbun Secondary Boys	Jenin
	10112140	نسبية المازنيه الاساسية للبنات	Nasiba Al Mazaniyya Basic Girls	Jenin
	12112047	مدرسة بزارية الثانوية للبنين	Bizzariya Secondary Boys	Nablus
	14112031	ذكور قفين الاساسية العليا	Qaffin Higher Basic Boys	Tulkarm
	14112124	مدرسة ذكور علال الاساسية العليا	Illar Higher Basic Boys	Tulkarm
	14112115	ذكور بيت ليد الثانوية	Beit Lid Secondary Boys	Tulkarm
	28112019	بنات الجديدة الثانوية	Al Judeida Secondary Girls	Qabatya
	28112024	رأبا الثانوية للبنين	Raba Secondary Boys	Qabatya
	28112188	ذكور كفر راعي الاساسية الجديدة	Kufr Ra'I New Basic Boys School	Qabatya
	11112036	جماعين الاساسية للبنين	Jamma'in Basic Boys	South Nablus
	11112038	جماعين الثانوية للبنات	Jamma'in Secondary Girls	South Nablus
	11112066	مجدل بني فاضل الثانوية للبنين	Majdal Bani Fadil Secondary Mixed	South Nablus
	11112076	اكرم حلوم الثانوية للبنات	Akram Halloum Secondary Girls	South Nablus
	25112024	كويزيبا الاساسية للبنين	Kuwayzibia Basic Boys	North Hebron
	25112031	مدرسة بيت امر الاساسية للبنين	Beit Ummar Basic Boys	North Hebron
	25112052	عمرو بن العاص الاساسية للبنين	Amr Bin Al 'As Basic Boys	North Hebron
	25112060	مدرسة بنات امر للبنات	Beit Ummar Basic Girls	North Hebron
	27111108	بنات حواء الثانوية	Hawa' Secondary Girls	South Hebron
	27111113	بنات النظامية الاساسية	Nethamiyeh Basic Girls	South Hebron
	27111128	مدرسة ذكور يطا الاساسية	Yatta Basic Boys	South Hebron
	27112132	ذكور رقعة الثانوية	Raq'a Secondary Boys	South Hebron
	27112184	ذكور السموع الاساسية	Samou Basic Boys School	South Hebron
	27112207	بنات حفصة الاساسية	Hafsa Basic Girls	South Hebron
	27112218	ذكور العودة الاساسية	Al Awda Basic Boys	South Hebron
	27112247	خلة صالح/س	Khallet Salih Basic	South Hebron

## Appendix 5: Parent Councils Meeting Agenda

### برنامج دعم المدارس أجندة ورشة عمل - مجالس أولياء الأمور

الوقت	الفعالية
10:10-10:00 صباحاً	تسجيل الحضور
10:10 - 10:20 صباحاً	ترحيب و مناقشة أجندة الاجتماع
10:20 - 10:35 صباحاً	تعريف بالحضور و فعالية كسر الجليد و تعارف
تقسيم الحضور الى ثلاث مجموعات عمل	
10:35 - 11:00 صباحاً	تعريف مجلس أولياء الأمور، أهدافه و تشكيله المناسب
11:00 صباحاً - 11:45 صباحاً	دور مجلس أولياء الأمور في توطيد العلاقة مابين المدرسة و المجتمع المحلي
استراحة	
11:55 صباحاً - 12:20 ظهراً	اقترح مجموعة من مواضيع التوعية المجتمعية لتقوم المدارس باختيار ما يناسبها لينسنى تنفيذها خلال فترة صيف 2014
12:20 صباحاً - 1:00 ظهراً	مناقشة مواضيع مختلفة: <ul style="list-style-type: none"> <li>• اقتراح الحصول على عروض خاصة لتجارب مميزة لأولياء الأمور لتقديمها خلال المؤتمر التربوي 2014</li> <li>• مساهمة التكلفة من المجتمع المحلي لأنشطة البرنامج</li> <li>• دليل مجالس أولياء الامور و الية تفعيله.</li> <li>• تدريب خاص لمجالس أولياء الامور حول كيفية اعداد خطة تطويرية للمدرسة ( خاص بالتواصل المجتمعي)</li> <li>• طاقم البرنامج و دوره في متابعة أنشطة البرنامج</li> <li>• مواضيع اهتمام أخرى</li> </ul>
مغادرة	

## Appendix 6: Voting Form for PC Topics

### برنامج دعم المدارس

ورشات توعية مجتمعية - مواضيع مقترحة

الاسم:

اسم المدرسة:

يرجى اختيار ثلاثة مواضيع من التالية وترتيبها حسب الأولوية ( 1- 3):

- ☐ كيفية تشجيع الابناء على القراءة و استغلال وقت الفراغ بشكل مفيد
- ☐ دور أولياء الأمور في تحسين التحصيل الأكاديمي للابناء
- ☐ مواضيع مهارات حياتية خاصة بأولياء الأمور
- ☐ العنف الأسري ( أثاره و انعكاساته)
- ☐ التسرب المدرسي ( أسباب ، اثار و علاج )
- ☐ كيفية التعامل مع الأبناء على اختلاف أعمارهم وكيفية تعزيز ثقتهم بأنفسهم